

DOCUMENT RESUME

ED 101 154

95

CE 002 907

AUTHOR Price, Shelby L.
TITLE An Institute for 100 Teachers of Spanish-Surnamed Adult ABE Students in the New Dimensions of Education.
INSTITUTION Oregon State Univ., Corvallis. School of Education.
SPONS AGENCY Office of Education (DHEW), Washington, D.C.
PUB DATE 71
GRANT OEG-0-71-3405 (323)
NOTE 37p.

EDRS PRICE MF-\$0.76 HC-\$1.95 PLUS POSTAGE
DESCRIPTORS *Adult Basic Education; *Adult Educators; Adult Students; *Institutes (Training Programs); Mexican Americans; Questionnaires; *Teacher Education

ABSTRACT

The three-week institute covered five primary areas of instruction: English as a second language, behavioral objectives, individualized instruction-programmed materials, cultural awareness and sensitivity, and curriculum development and adaptation. Participants in the institute were teachers of Adult Basic Education from across the United States. In addition to this general introduction, the report includes a list of institute participants, responsibilities of the professional staff (director, assistant director, general consultant, technical assistant, and liaison), and a 10-page daily calendar of the institute's instructional program. A followup of the institute took the form of winter and spring conferences where institute participants returned completed questionnaires and exchanged further ideas. The general opinion of the participants was that the institute was excellent and another group could benefit from another institute. The questionnaire, with percent of participants responding indicated, and a brief budget allocation review are also included. (AG)

ED101154

A FINAL REPORT

BEST COPY AVAILABLE

An Institute For 100 Teachers of Spanish-Surnamed
Adult ABE Students in the New Dimensions of Education

Office of Education, Department of Health, Education
and Welfare. Grant Number: OEG-O-71-3405 (323)

Submitted by

Dr. Shelby L. Price
Assistant Dean
School of Education
Oregon State University
Corvallis, Oregon

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

THIS DOCUMENT HAS BEEN REPRO-
DUCED EXACTLY AS RECEIVED FROM
THE PERSON OR ORGANIZATION ORIGIN-
ATING IT. POINTS OF VIEW OR OPINIONS
STATED DO NOT NECESSARILY REPRESENT
OFFICIAL NATIONAL INSTITUTE OF
EDUCATION POSITION OR POLICY

The original proposal for the Adult Basic Education Institute was initiated by Mr. Robert N. Patterson, Director of Special Programs, Treasure Valley Community College, Ontario, Oregon.

The specialist from the Oregon Board of Education who worked closely with this Institute from the very beginning was Mr. Clifford C. Norris, Specialist in Adult Education.

The Federal Grant: OEG-O-71-3405 (323) was awarded to the School of Education, Oregon State University, and the Institute was under direct supervision of the Dean of the School of Education, Dr. Keith Goldhammer.

The Federal Project officer who provided guidance and assistance was:

Allen Apodaca
Regional Program Officer for Adult Education
Department of Health, Education and Welfare
Office of Education, Room 6027
Arcade Plaza Building
1321 Second Avenue
Seattle, Washington 98101

The Adult Basic Education Institute was held on the Oregon State University campus July 26 through August 13, 1971.

One hundred teachers of adult basic education were invited to the Oregon State University campus for an intensive three week Institute.

The primary areas of instruction were:

1. English as a second language
 2. Behavioral objectives
 3. Individualized instruction - programmed materials
 4. Cultural awareness and sensitivity
 5. Curriculum development and adaptation
- UNIPAC (Learning activity packages)

The Institute was designed to provide a dual training experience for participants. The primary consideration was to upgrade teaching methods and techniques within the confines of the classroom instructional program. The basic emphasis for this phase was given to English as a second language, the bilingual curriculum, language experience approach to reading, curriculum materials, supporting technical equipment and teaching methods.

Phase two of the Institute provided for training in new dimensions in contemporary education. It included individualization of instruction through the use of programmed materials in the classroom and in learning centers. Behavioral objectives as a tool for evaluating teaching performance, curriculum materials, and student attainment was an integral part of this phase.

Throughout these phases, cultural awareness and sensitivity for understanding of psychological, social and economic problems was presented throughout the Institute by staff, consultants and the participants themselves.

Participants in the Institute, teachers of Adult Basic Education, from many regions in the United States are key people because their everyday work deals with a primary problem in America; that is, the aspects of cultural pluralism. Accordingly, a sound educational program for people of diverse cultural backgrounds was constantly stressed in this Institute.

As previously stated, the primary thrust of this Institute was for teachers of Spanish-surnamed adult basic education students. Federal reports show that unemployment, low wages, substandard housing, unattended health problems, and high crime rates are some of the characteristics of Spanish speaking American citizens. At the same time, educational requirements in the world of work have increased greatly, and more adults in our society are being classified as undereducated. The rapid advance of technology has eliminated many positions for the unskilled laborer.

Generally speaking, people who teach in adult basic education programs come from a wide range of training and educational experiences. The typical adult basic education teacher is a "moonlighting" elementary, secondary, or college teacher. They do adult basic education teaching "after hours" and usually have little or no experience in the teaching of adult basic education students. The average teacher usually comes from a different background than that

of the students and this is particularly true for adult basic education. Although the teacher is willing and eager to do a good job he is seldom equipped to appreciate and act in accordance with the characteristics and cultural differences separating him from the student. With this consideration, the cultural diversity aspect of the Institute was emphasized. For a teacher to be truly effective, he should have maximum knowledge and understanding of what he is expected to teach, what methods to use, and how to present his instruction so that it is meaningful and motivating to the learner. This is especially true for the adult learner.

Since it is generally recognized that the teacher is the determining factor for the success or failure of any adult basic education program, the Institute at Oregon State University was designed and conducted to improve the teaching skills of those already engaged in adult basic education.

PARTICIPANTS OF A.B.E.

Jose R. Abeyta
845 North 4th
Montrose, Colorado
(303) 249-9833

Tito J. Aguirre
209 1/2 Thorpe Street
Independence, OR 97351
838-1398

Ralph Arellano
2405 N Chevrolet
Flint, Michigan 48504

Curt Arrington
Rt 5, Box 203
Blackfoot, Idaho 83221

Diane Black
c/o 4423 Francis Ave N
Seattle, Washington
(206) 629-3950

Sharon Breit
504 Idaho
Santa Monica, CA 90403
(213) 394-0991

Ruben Calderon
4612 N 47th Dr.
Phoenix, Arizona 85031
(602) 934-0455

Jane Clark
705 Smith Street
Vale, Oregon
(503) 473-2749

Virgil W. Cline
4523 West 5570 S.
Salt Lake City, Utah 84118
(801) 298-4068

Merril Clough
Pingree, Idaho 83262
(208) 684-4766

Elsie Cordova
428 Monroe Street
Monte Vista, Colorado
(303) 852-2804

Angeline M. Cormier
2116 Patricia
Billings, Montana
(406) 656-5707

Rosamond E. Counter
2220 North Shore Rd
Bellingham, WA 98225
(206) 733-5385

Robert L. Deputy
1229 West Oakdale Dr.
Fort Wayne, Indiana 46807
(219) 745-3283

Marcella Diaz
3365 25th Street
Boulder, Colorado 80302
(303) 443-6920

Harriet Dickensen
3824 Evans Street
Los Angeles, California
(213) 664-0129

Delia Gamboa
1132 Alderwood Dr.
Moses Lake, WA 98837
(509) 675-4864

Armida Garcia
1337 Hillside Pl.
Yuma, Arizona 85364
(602) 782-4967

Pat Garcia
P.O. Box 244
Saquacke, Colorado
(303) 655-2650

Antonia Garza
Rt 1, Box 164A
Sunnyside, WA 98944
(509) 837-4427

Bruce Gazaway
181 Barons Avenue
Juneau, Alaska
586-2245

Adam Gibson
1432 Cove Avenue
Dallas, Texas 75216
(214) 374-4449

Donald S. Coldstein
2707 West Norwood Pl.
Alhambra, CA 91803
(213) 281-1549

Norma Gonzales

Raul R. Gonzales
4017 Butte Circle
Las Vegas, Nevada 89110
(702) 737-5146

Viola Gonzales
243 S. Peoria Circle
Aurora, Colorado
(303) 343-8448

Virginia Gonzales
172 North Main Street
Pocatello, Idaho
(208) 232-8573

Rigoberto Guajardo
820 South Walnut St
Pasco, WA 99301
(509) 547-7837

Frank Hernandez
155 Booth Street
Reno, Nevada 89502
(702) 322-0894

Juanita Hernandez
702 150 West
Tremonton, Utah 84337
(801) 328-5574

Janice Holder
1402 Craig Avenue
Moses Lake, WA 98837
(509) 762-2139

James L. Holton
635 292¹/₂ Road
Grant Junction, COLO 81501

Reita Hribernick
3556 George Court
Eugene, OR 97401
(503) 342-1013

Sister Jeanne Jette
424 North 15th Street
Kansas City, Kansas 66102
(913) 321-5197

Donna Johnson
P.O. Box 422
Kingman, Arizona 86401

Oma W. Jones
Rt 4, Box 112
Blackfoot, Idaho 83221

Mrs. Michael Kavanagh
P.O. Box 561
Flagstaff, Arizona 86001

Anna Kinnison
2415 East 12th
Cheyenne, Wyoming
(307) 638-8288

Heidi B. Klessing
1807 East Kenwood
Milwaukee, WISC 53211
(414) 962-4392

Viki Light
5636 Sorrel
Pocatello, Idaho 83201
(208) 237-1256

Jean L. Lind
1304 Steele Street
Butte, Montana 59701
(406) 792-3119

David Loera
2206 NE 11th
Portland, OR
(503) 282-8057

Kay Lorence
321 South Fifth
Coos Bay, OR 97420

Jimmy D. Lovato
Box 115
Costilla, N.M. 87524
(505) 586-0889

Joe L. Lucero
P.O. Box 100
Clatshe, COLO 81425
(303) 323-5843

Angie Lybessopoulos
300 Polk Street
Cary, IND 46402

Katherine Magoutas
3417 Maryland Street
Cary, IND 46409

Janice M. Martin
3202 North 53rd
Phoenix, Arizona 85031
(414) 321-4383

Antonia J. Martinez
235 Teller Avenue
Grande Junction, COLO 81501
(303) 243-7977

Rose Martinez
1142 34th Place
Yuma, Arizona 85364
(602) 726-1321

Betty G. Masters
234 Rosebay Dr.
Encinitas, CA 92024
(714) 753-9170

School Address
c/o Donald Goldstein
Arizona State University
Polo Verde Box 185
Tempe, Arizona 85281
(602) 965-2654

Bonnie McNiell
Rt 1, Box 442
Alamosa, COLO
(303) 581-2142

Carol L. McBride
610 Oleander Way
Sterling, COLO
(303) 522-1421

Ruth McPherson
Pinegree, Idaho

Juan Medrano
853 South Nevada Way
Mesa, Arizona 85204
(602) 964-5184

Christina Mejia
921 Park Avenue
Nyssa, OR 97912
(503) 372-2770

Pam Meyer
154 1/2 West First
Scottsdale, Arizona
(602) 945-7361

Sandra K. Miller
208 Elm Street
Eaton, COLO 80615
(303) 454-2871

Ann R. Montano
151 West Ohio Street
Tucson, Arizona 85714
(303) 294-9394

Michael D. Montoya
771 East Eighth
Salt Lake City, Utah 84182
(801) 328-2211

William Mauel
915 North Lake Road
Oconomowoc, WISC 53066

Norma O. Montoya
506A South Second
Walla Walla, WA 99362

M. Herman Nava

BEST COPY AVAILABLE

Ruth Norman
6512 57th Avenue SW
Seattle, WA 98126
(206) 927-6503

Ruben Ortiz
1898 East Foster Dr.
Tulare, CA 93274
(209) 696-3197

Victor Ortiz
Othello Tr. Crt.
Othello, WA 99344
(509) 448-9769

Ester Perales
1833 SE Clatsop
Portland, OR

John Poling
Box 578
Nome, Alaska
443-2459

Jesse Ramirez
3445 El Camino Road
Las Vegas, Nevada 89109
(702) 737-7679

Remie Ramirez
RR #2, Box 88
Torrington, WYO 82240

Armando Reyna
P.O. Box 4623
Yuma, Arizona

Maria Robles
408 Dillon
Pocatello, Idaho 83201
(208) 232-2379

Manuel Rodriguez
9-29 America Avenue
Warren, Arizona

Alice Romaro
210 McComb
Cheyenne, Wyoming 82001
(307) 634-5150

Phillip A. Roybal
516 13th
Alamosa, COLO 81132
(303) 589-4332

Frank Roqueni
1509 Cochis Drive
Douglas, Arizona 85607
(602) 602-364

Dolores R. Ryan
1114 West Gem
Moses Lake, WA 98837
(509) 765-8382

Joseph Saavedra
124 McNab Drive
Nogales, Arizona 85621
(602) 287-2233

Mauricio Saavedra
6824 Totuer Beach Loop Rd
Marville, WA

Ida Sagers
506 Alameda
Belmont, CA 94002
593-3238

Elmon M. Sapp
2014 West Shalimar
Tucson, Arizona 85704
(602) 297-0453

Sis. Mariastelle Schmitz
309 San Juan Avenue
Alamosa, COLO 80615
(303) 522-1421

William Scruta
906 Lynne Avenue
Napolean, Ohio 43535
(419) 267-3331

Vincent Z. Serrano
2140 Caranahan Avenue
Topeka, Kansas 66605
(913) 232-5587

Patricia S. Shelton
5310 Prescott
Lincoln, NEB 68506
(402) 488-9495

Janelle Smith
4374 Village Drive
Saginaw, MICH 48603
(517) 593-5280

Wilfred Spevak
439 Sunset Blvd
Toledo, Ohio 44612
(419) 479-2045

Clyde Stephens
4190 Alvin
Saginaw, MICH 48603
(517) 799-0903

Louise E. Thomas
Pingree, Idaho 83262
(208) 684-4048

William Thomas
Rt 5, Box 225
Blackfoot, Idaho 83221

Carolyn Thornsby
1508 Eaton
Brush, COLO 80732

Edith Throckmorton
2813 S Milwaukee Street
Denver, COLO 80210
(303) 757-2051

Fidel F. Torea
1458 Silver Mesa #2
Las Vegas, Nevada 89109
(702) 735-9549

George Turner
Box 632
Overton, Nevada
(702) 397-2362

Manuel Valenzuela
714 12th Street
Douglas, Arizona 85607
(602) 364-4604

Anna Vasquez
712 South Erin St
Tucson, Arizona
(602) 364-2447

Luis Vendrell
319 NW Seventh St
Ontario, OR
(503) 889-9525

Mario R. Vergara
7045 Oriole Avenue NW
North Canton, Ohio 44720
(216) 494-2357

Ortencia Villanueva
Rt 1, Box 162 C.A.
Topenish, WA 98948

Ida Wright
Rt 1, Box 444
Veneta, OR

PROFESSIONAL STAFF

Director - Peter A. Garcia

RESPONSIBILITIES OF THE DIRECTOR

1. He will be directly responsible to the Assistant Dean of the School of Education and conduct all communications with outside agencies through the Assistant Dean of the School of Education.
2. He shall administer and be responsible for all phases of the Institute program, excluding follow-up and evaluation which shall be the direct responsibility of the Dean of the School of Education.
3. He shall select personnel for employment in the program subject to the concurrence of the Assistant Dean of the School of Education.
4. He shall see that adequate provision is made for meeting all terms of the proposal, all relevant guidelines related thereto, and all policies of the University.
5. He shall personally supervise all phases of the Institute and provide leadership for assuring its being conducted on an appropriate level and in accordance with satisfactory professional standards.
6. He shall be responsible for all of the records and reports required and shall submit them through the Assistant Dean of the School of Education.
7. He shall be accountable for the expenditure of all funds within the budget of the project, in accordance with the purposes for which they have been allocated, and shall maintain adequate records and controls in accordance with the policies and regulations of the University and the State System of Higher Education.
8. He shall prepare schedules of all activities involved in the Institute for approval of the Assistant Dean of the School of Education. All such schedules shall be submitted for the Dean's approval by July 15, 1971. He shall report any proposed changes in the schedule to the Dean in ample time for approval to be given.

Assistant Director - Ernesto Lopez

RESPONSIBILITIES OF THE ASSISTANT DIRECTOR

Specifically, the Assistant Director will be charged with the responsibility to:

1. Act as the coordinator of the daily program of the ABE Institute. He will be under the direct supervision of the program director and will act as his liaison between the staff and Institute participants.
2. Assist the director to see that adequate provision is made for meeting all terms of the proposal, all relevant guidelines related thereto, and all policies of the University.
3. Assist in keeping proper records and reports. He will assist in the development of schedules of activities involved in the Institute.
4. Act as the agent to terminate the Institute and submit necessary final reports.
5. Coordinate the activities of the five group leaders and four clerk typists.

General Consultant, Technical Assistant and Liaison -

William Wimmer, Marilyn Robinson

Mr. Robert Patterson generated the proposal for this Institute and was hired to serve in the capacity of General Consultant, Technical Assistant and Liaison person. He was actively involved in the Institute from the outset. A few days after the Institute began, however, Mr. Patterson was injured in an accident not related to the Institute and was unable to return to his position. At this critical point, it was decided to employ William Wimmer and Marilyn Robinson to assume these responsibilities for the remainder of the Institute.

RESPONSIBILITIES OF GENERAL CONSULTANT AND TECHNICAL ASSISTANT
AND LIAISON

Specifically, the General Consultant and Technical Assistant will be charged with the responsibility to:

1. Be directly responsible to the Director of the ABE Institute and conduct all communications with outside agencies through the Director of the ABE Institute.
2. Make all of the necessary preliminary arrangements for the Institute.
3. Contact and brief State Board officials.
4. Assist in the recruiting and hiring of Institute staff and consultants.
5. Make arrangements for necessary printing.
6. Meet with the Director and key staff to develop the schedule for the Institute and will assist in the coordination and training of staff.
7. Assist the program Director and staff during the Institute in any way which may enhance the ultimate success of the Institute.
8. Assist in the development of the scope and sequence of the program.
9. Order necessary curriculum materials.

Group Leaders - Shirley Vendrell
Genevieve Burnap
Juan Guzman
Eloy Apodaca
Frank Loera

The 100 participants were divided into five groups of 20. The above people served as group leaders and the major portion of the instructional program occurred in these group settings.

The Institute provided an opportunity for participants to get "Hands On" experience in curriculum development and actual teaching. Micro teaching techniques and video tapes of teaching were an integral part of the experiences in these groups.

Consultants

Marjorie Brooks, UNIPAC Consultant, Northwest Training Laboratory, Portland, Oregon

Dr. Salvador Flores, Consultant for ABE, Chula Vista, California

Dr. Rex Reynolds, Industrial Education, LAP Consultant, Chicago, Illinois

Richard Zazueta, Operation LEAP, Phoenix, Arizona

Resource Personnel

Gilbert Anzaldua, Assistant Director, Inter-Group Human Relations Commission, State Board of Education, Salem, Oregon

Ramon Chacon, Assistant Director, Educational Opportunities Office, Oregon State University

Joe Garcia, Analyst for OEO, Washington, D.C.

Juan Juarez, PhD Graduate Student in Education, University of Washington, Seattle, Washington

Gene Marin, PhD Graduate in Education, United States International University, San Diego, California

Barry Noonan, AMIDS Consultant, Northwest Training Laboratory, Portland, Oregon

Alicia Ramirez, ESL Specialist, Northwest Training
Laboratory, Portland, Oregon

Louis P. Rodrigues, Administrative Assistant, Phoenix
Elementary School, Arizona State University

Jim Stevens, Graduate Student in Education, Oregon
State University

Izaac Ortega, Principal, Alamosa Public Schools,
Alamosa, Colorado

INSTRUCTIONAL PROGRAM

WEEK 1

July 26, Monday

Morning

8-10 Registration
 Get-acquainted Session
 Staff: Ernesto Lopez
 Bob Patterson

Coffee

10-12 Welcome
 Introduction of Guests

Gilbert Chavez
Allen Apodaca
Hank Lopez
Dr. Shelby Price
Clifford Norris
Dr. Garcia
Hank Diaz

12-1 Lunch

Afternoon

1-2 Small Group Organization
 Staff: Ernesto Lopez
 Bob Patterson

Coffee

2-4 Project Assignments
 Staff: Group Leaders

4-5 Film: Soy Chicano
 Discussion in small groups

July 27, Tuesday

Morning

8-10 Large Group Meeting and Meeting
with Consultants Staff: Dr. Garcia

Coffee

10:30-11:30 Small Group Analysis and Consultants
Meeting

12-1 Lunch

Afternoon

1-4 Group 1 Industrial Instruction/Programmed
Materials Adult Learning Center
Staff: Dr. Rex Reynolds

Group 2 English as a Second Language
Staff: Richard Zazueta

Group 3 Math
Staff: Salvador Flores

Group 4 LAP - Unipac
Staff: Marjorie Brooks

Group 5 Culture and Sensitivity
Outreach follow-up retention
Staff: Gilbert Anzaldua

4-5 Film: Yo Soy Joaquin
Discussion in small groups

July 28, Wednesday

Morning

8:20-8:45 Large Group Meeting
Staff: Dr. Garcia

9-12 Group 1 Culture and Sensitivity
Outreach Follow-up Sensitivity
Staff: Gilbert Anzaldua

Group 2 Industrial Instruction/ Programmed
Materials Adult Learning Center
Staff: Rex Reynolds

Group 3 English as a Second Language
Staff: Richard Zazueta

Group 4 Math
Staff: Salvador Flores

Group 5 Unipac
Staff: Marjorie Brooks

12-1 Lunch

Afternoon

1-4 Group 1 Unipac
Staff: Marjorie Brooks

Group 2 Culture and Sensitivity
Outreach follow-up and Retention

Group 3 Industrial Instruction/Programmed
Materials Adult Learning Center
Staff: Rex Reynolds

Group 4 English as a Second Language
Staff: Richard Zazueta

Group 5 Math
Staff: Salvador Flores

4-5 Film: Salt of the Earth
Discussion in small groups

July 29, Thursday

Morning

8-8:45 Large group meeting

9-12 Group 1 Math Staff: Salvador Flores

Group 2 Unipac Staff: Marjorie Brooks

Group 3 Culture and Sensitivity
Staff: Gilbert Anzaldua

Group 4 Industrial Instruction/Programmed
Materials Adult Learning Center
Staff: Rex Reynolds

Group 5 English as a Second Language
Staff: Richard Zazueta

12-1 Lunch

Afternoon

1-4 Large Group Presentation
Instructional Objectives

Group 1 English as a Second Language
Staff: Richard Zazueta

Group 2 Math Staff: Salvador Flores

Group 3 Unipac Staff: Marjorie Brooks

Group 4 Culture and Sensitivity
Outreach Follow-up Retention
Staff: Gilbert Anzaldua

Group 5 Programmed Materials
Staff: Rex Reynolds

4-5 Independent Study

July 30, Friday

Morning & Afternoon

8-8:15 Large Group Meeting

8:30-5 Field Trip
Learning Center - Lane Community College, Eugene
Staff: Juan Guzman, Frank Loera

or

Learning Center - Portland Community College,
Portland Staff: Shirley Vendrell & Eloy Apodaca

WEEK 2

August 2, Monday

Morning

8-10 Large Group Meeting and Consultant Presentation
Curriculum Development and Evaluation

Coffee

10:30-11:30 Consultants Meeting, part in small group the
same as first week

12-1 Lunch

Afternoon

1-4 Group 1 Curriculum Development and Evaluation
Staff: Louis P. Rodrigues

Group 2 Instructional Objective (AMIDS)
Staff: Barry Noonan

Group 3 Counseling and Testing
Staff: Gene Marin

Group 4 Reading Staff: Juan Juarez

Group 5 Multimedia Staff: Jim Stevens,
Ramon Chacon

4 Film: Chicanos in the Southwest
Discussion in groups

August 3, Tuesday

Morning

8:20-8:45 Large Group Meeting Staff: Dr. Garcia

9-12 Group 1 Instructional Objective (AMIDS)
Staff: Barry Noonan

Group 2 Counseling and Testing
Staff: Gene Marin

Group 3 Reading Staff: Juan Juarez

Group 4 Multimedia Staff: Jim Stevens,
Ramon Chacon

Group 5 Curriculum Development
Staff: Louis P. Rodrigues

12-1 Lunch

Afternoon

1-4 Group 1 Counseling and Testing
Staff: Gene Marin

Group 2 Reading Staff: Juan Juarez

Group 3 Multimedia Staff: Jim Stevens,
Ramon Chacon

Group 4 Curriculum Development
Staff: Louis P. Rodrigues

Group 5 Instructional Objective (AMIDS)
Staff: Barry Noonan

4-5 Film: La Cabeza de Pancho Villa
Discussion in groups

August 4, Wednesday

Morning

8:20-8:45 Large Group Meeting Staff: Dr. Garcia

9-12 Group 1 Reading Staff: Juan Juarez

Group 2 Multimedia Staff: Jim Stevens

Group 3 Curriculum Development
Staff: Louis P. Rodrigues

Group 4 Instructional Objective (AMIDS)
Staff: Barry Noonan

Group 5 Counseling and Testing
Staff: Gene Marin

12-1 Lunch

Afternoon

- 1-4 Group 1 Multimedia Staff: Jim Stevens
- Group 2 Curriculum Development
 Staff: Louis P. Rodrigues
- Group 3 Instructional Objective (AMIDS)
 Staff: Barry Noonan
- Group 4 Counseling and Testing
 Staff: Gene Marin
- Group 5 Reading Staff: Juan Juarez
- 4-5 Film: La Cabeza de Pancho Villa
 Discussion in small groups

August 5, Thursday

Morning

- 8:30-9:30 Large Group Meeting "Problems in ABE"
 Staff: Dr. Garcia, Bob Patterson
- 10-11 Regional Department of Labor
- 11-12 WIN - Welfare
- 12-1 Lunch

Afternoon

- 1-2 Higher Education/Supportive Services
 Staff: Ramon Chacon
- 2-3 Community Development: "The Role of O.E.O."
- 3-4:30 Discussion Leaders will be available for
 small group discussion.
 (To be arranged by the Group Leaders)

August 6, Friday

Morning & Afternoon

- 8-8:30 Large Group Meeting

8:30-5 Field Trip
Learning Center - Lane Community College, Eugene
Staff: Juan Guzman & Frank Loera

or

Learning Center - Portland Community College,
Portland Staff: Shirley Vendrell & Eloy Apodaca

WEEK 3

August 9, Monday

Morning

8:20-8:45 Large Group Meeting Staff: Dr. Garcia

9-12 Group 1 English as a Second Language
Practice & Evaluation (Video-tape)
Staff: Alicia Ramirez

Group 2 Exhibitors Display
Dormitory Lounge

Group 3 Work on Group Projects
Staff: Isaac Ortega

Group 4 Work on Group Projects
Staff: Bob Patterson, Joe Garcia

Group 5 Video-tape Techniques
Staff: Jim Stevens

12-1 Lunch

Afternoon

1-4 Group 1 Exhibitors Display Dormitory Lounge

Group 2 English as a Second Language
(Video-tape) Staff: Alicia Ramirez

Group 3 Video-tape Techniques
Staff: Jim Stevens

Group 4 Work on Group Projects
Staff: Isaac Ortega

Group 5 Work on Group Projects
Staff: Dr. Garcia, Joe Garcia

4-5 Independent Study

August 10, Tuesday

Morning

- 8:20-8:45 Large Group Meeting Staff: Dr. Garcia
- 9-12
- Group 1 Work on Group Projects
Staff: Isaac Ortega
- Group 2 Video-tape Techniques
Staff: Jim Stevens
- Group 3 Work on Group Projects
Staff: Ernesto Lopez, Joe Garcia
- Group 4 English as a Second Language
Practice and Evaluation
Staff: Alicia Ramirez
- Group 5 Exhibitors Display
Dormitory Lounge
- 12-1 Lunch

Afternoon

- Group 1 Video-tape Techniques
Staff: Jim Stevens
- Group 2 Work on Group Projects
Staff: Isaac Ortega
- Group 3 English as a Second Language
Practice and Evaluation
Staff: Alicia Ramirez
- Group 4 Exhibitors Display
Dormitory Lounge
- Group 5 Work on Group Projects
Staff: Dr. Garcia, Joe Garcia
- 4-5 Independent Study

August 11, Wednesday

Morning

- 8:20-8:45 Large Group Meeting
Staff: Dr. Garcia

- 9-12 Group 1 Work on Projects
 Staff: Dr. Garcia, Isaac Ortega
- Group 2 Work on Projects
 Staff: Joe Garcia, Esnesto Lopez
- Group 3 Exhibitors Display
 Dormitory Lounge
- Group 4 Video-tape Techniques
 Staff: Jim Stevens
- Group 5 English as a Second Language
 Practice and Evaluation
 Staff: Alicia Ramirez

12-1 Lunch

Afternoon

- 1-4 Joe Garcia, Isaac Ortega and Alicia Ramirez
 will be available for individual appointments
- All small groups should meet and prepare
 evaluation to be presented to the entire group
- Finish Projects

August 12, Thursday

Morning

- 8:20-8:45 Large Group Meeting
 Staff: Dr. Garcia
- 9-12 Group Evaluation
 Large Group
- 12-1 Lunch

Afternoon

- 1-2 Film: "The Invisible Minority"
 Small Group Discussion
- 6:30-8 Banquet
 Speakers: Dr. Garcia, Dr. McVicar
 Entertainment (dances, music, skits)
- 9-12 Dance - Chicano Band

August 13, Friday

Morning

BEST COPY AVAILABLE

8-9 Large Group Meeting
9-9:30 Evaluation of the Institute -
Preliminary in Small Groups

9:30-12 Large Group Evaluation

12-1 Lunch

Afternoon

1 --- Closure of Institute -
Handled in Small Group Sessions
(Board and Room Billings, etc.)

FOLLOW-UP

The follow-up of the Adult Basic Education Institute was conducted by Dr. Shelby Price, Assistant Dean of the School of Education at Oregon State University, and Mr. Ernesto Lopez, Assistant Director of the Institute.

Follow-up conferences were held during the winter and early spring of 1972. Locations were chosen on the basis of proximity for the greatest number of Institute participants. Because of distance and winter travel conditions, a few participants were unable to attend.

Prior to each conference, Institute participants completed the enclosed questionnaire and returned it to us.

Follow-up conferences were coordinated and arranged with the State Department of Education in the state where the conference was to be conducted. State directors of Adult Basic Education attended these conferences and often times they brought their education specialists with them. In addition to the two day conference, visits were made to the school or teaching setting of the Institute participant.

Follow-up conferences were held at the following locations:

<u>Location</u>	<u>Date</u>	<u>Conducted By</u>
Portland, Oregon	January 21,22	Ernesto Lopez and Shelby Price
Lansing, Michigan	January 27,28	Shelby Price
Denver, Colorado	February 3,4	Ernesto Lopez
Phoenix, Arizona	February 18,19	Ernesto Lopez
Los Angeles, Cal.	March 17,18	Shelby Price

In addition to the questionnaire, the two day working conferences revealed tremendous amounts of feedback and helpful information. The general opinion of the participants was that the Institute was excellent. Participants indicated that their instructional skills had been sharpened and that the cultural awareness aspect of the Institute had developed their awareness of cultural differences in their students. Accordingly, they, as teachers, were better prepared to deal with people and they were of the opinion that a greater degree of learning was taking place as a result of their instruction.

Participants stated that they thought that another Institute of the same nature should be held for a new group of participants. They did indicate, however, that the same outcomes could be achieved in a two week Institute if ample planning and organization were to occur.

Critical, yet positive and helpful comments about the Institute were collected and the following summary captures the major thoughts expressed.

1. The problem of American citizens living in a cultural pluralistic society is very real, but participants needed greater background information prior to the Institute so that a historical perspective could be acquired. Participants indicated that they really didn't understand the nature of the problem until the Institute was well under way.
2. Greater emphasis should have been placed on adult learning problems.

3. Adult education is a growing field in American education and experts should be present to explain programs and procedures for implementation.
4. The consultants were an outstanding group of educators. The most dynamic and valuable group were those from AMIDS in Portland, Oregon.
5. The weakest part of the Institute was the counseling and testing portion.
6. English as a second language was a very valuable part of the Institute, but the focus was too narrow. Spanish speaking people are not the only people who experience difficulties with the English language.
7. Instructional groups of 20 were a little large. It was recommended that an ideal group size would be 12.

If the School of Education at Oregon State University were to conduct a similar Institute in the future, these helpful suggestions would certainly be incorporated in the basic design.

PARTICIPANT RESPONSE

1. Are you presently involved in some capacity with Adult Basic Education?
Circle one
 - a. Yes 92%
 - b. No 8%

2. In what capacity are you presently involved with Adult Basic Education?
Circle one
 - a. Administration 23%
 - b. Full-time teacher 3%
 - c. Part-time teacher 62%
 - d. Volunteer teacher 8%
 - e. Teacher aide

3. Are you working with Spanish-surnamed adults?
Circle one
 - a. Yes 92%
 - b. No 8%

If yes, how many?

4. In what ways was the Institute most helpful to you?
 - a. Provided information 31%
 - b. Provided methods and techniques 31%
 - c. Provided exchange of ideas 38%

5. In the area of Mexican-American culture are you now more knowledgeable than you were before the Institute?
Circle one
 - a. Not at all 8%
 - b. Fairly knowledgeable 58%
 - c. Extremely knowledgeable 33%

6. After the institute the problems of the Spanish-surnamed adult were. . .

Circle one

- a. Not all evident
- b. Fairly evident
- c. More pronounced

38%

62%

7. After the institute the cultural strengths of the Spanish-surnamed adult were. . .

Circle one

- a. Not all evident
- b. Fairly evident
- c. More pronounced

8%

46%

46%

8. Merely teaching English as a second language can do more harm than good if it does not involve the Spanish-speaking adult as he relates to general community living, job training, job placement and consumer education.

In this manner English as a second language can be. . .

- a. Very profitable
- b. Fairly profitable
- c. Not profitable

92%

8%

9. Spanish-surnamed adults enrolled in A.B.E. should. . .

Circle two

- a. Develop a positive attitude toward basic education
- b. Learn to speak English and use it appropriately
- c. Gain necessary reading, writing and mathematical skills prerequisite to cultural upward mobility
- d. Be supportive in an informal counseling role to others in the same ethnic group who feel uncomfortable about educational growth and occupational pursuits based upon educational know-how.
- e. Other - Explain

40%

17%

42%

33%

4%

10. The instruction on use of audio-visual equipment that was presented during the institute increased my effectiveness in teaching adults. . .
Circle one

a. Significantly

15%

b. Some what

54%

c. Not at all

31%

11. Teacher-aides who speak Spanish can be instrumental in developing Student-teacher relationships. Therefore these individuals should. . .
Circle one

a. Assist teachers in leading discussion groups

36%

b. Be trained as counselor-aides

43%

c. Act as interpreters for teachers

21%

12. Student cooperation in developing a curriculum aids the teacher in. . .
Circle one

a. Developing a more meaningful curriculum

31%

b. Satisfying the students' needs

56%

c. Alleviating conflicts in the class

13%

13. In order to measure the academic achievement of the Spanish-speaking adult, teachers should use. . .
Circle one

a. Standardized tests

b. Teacher-made tests

25%

c. Teacher-student made tests

75%

c. Student-made tests

14. Have you changed your methods or materials as a result of Institute influence?
Circle one

a. Very much

23%

b. Some what

69%

c. Not at all

8%

15. Since the Institute have you been able to help another ABE teacher become a more effective teacher?

Circle one

a. Frequently

46%

b. Sometimes

31%

c. Seldom

23%

16. Which of the following areas of the Institute have been of most value in upgrading your instruction of Spanish-surnamed adults?

Circle two

a. Handout materials

13%

b. Resource materials

30%

c. Cross cultural contact activities

43%

d. Visits to ABE Learning Centers

e. Video-tape sessions

13%

17. Please rate the following consultants as follows: E (Excellent), G (Good), A (Average), F (Fair), P (Poor). Use as your criteria their effectiveness in their assigned area

___ a. Mr. Gilberto Anzaldrea

___ h. Mrs. Marjorie Brooks

___ b. Dr. Salvador Flores

___ i. Dr. Rex Reynolds

___ c. Dr. Gene Marin

___ j. Mr. Barry Noonan

___ d. Mr. Louis P. Rodriguez

___ k. Mr. James Stevens

___ e. Mr. Ramon Chacon

___ l. Mr. Issac Ortega

___ f. Miss Alicia Pawirez

___ m. Mr. Richard Zarzueta

___ g. Miss Esperanza Alonza

___ n. Dr. Peter Garcia

18. There will be an attempt to locate local consultants to direct the workshops during the follow-up activities. Which areas should we include?

Circle two

- | | |
|--------------------------------------------------------|-----|
| a. Teaching English as a second language | 21% |
| b. Counseling Spanish surnamed adults | 8% |
| c. Adult Basic Education Curriculum | 13% |
| d. Language experience approach to reading | 13% |
| e. Programmed materials and individualized instruction | 17% |
| f. Cultural sensitivity | 25% |
| g. Other - explain | 4% |

19. There will be a two-day workshop in each region. In order to facilitate our planning please state your preference on the following items. Kindly indicate the state you are working in.

Circle one

- ___ a. I would prefer to attend a workshop on Thursday and Friday.
- ___ b. I would prefer to attend a workshop on Friday and Saturday
- ___ c. Other - Explain

20. This space is provided to give you the opportunity to identify additional areas of the Institute, influence of the Institute staff, or other Institute activities which have improved your instruction of ABE students.

The Adult Basic Education Institute and follow-up conferences were conducted within the original budget allocation. There were, however, deviations because of the nature of the Institute. Budget adjustments were made after consultation with Mr. Allen Apodaca, Project Officer.

An overexpenditure in salaries was a result of two primary factors. 1. Mr. Robert Patterson was injured after the Institute was in progress and was unable to return to work and complete his assignment. This responsibility was critical to the Institute and as a result, two individuals with special skills were employed to replace him. They were Mr. William Wimmer and Ms. Marilyn Robinson. 2. It was determined at the outset that a follow-up was essential to the Institute and no allowance was originally provided for clerical and professional personnel as well as consultants to conduct the follow-up conferences.

Travel overexpenditure was directly related to the follow-up conferences. As previously stated in this report, conferences were conducted in five centrally located geographical areas: Portland, Oregon; Denver, Colorado; Phoenix, Arizona, Los Angeles, California; and Lansing, Michigan. Conferences were held at these locations for two primary reasons: 1) It was more economical and 2) it permitted a majority of the participants to attend. Most

of the travel expenses were charged directly to travel **FARTHER** than participant travel.

An overexpenditure in communications was also directly related to the follow-up conferences. Communication with State Directors of Adult Basic Education, the mailing of questionnaires with prepaid return envelopes to all participants and the arrangements necessary for conference sites resulted in the overexpenditure in this category.

It was also necessary to overexpend in the area of supplies. It was determined that the Institute would be more meaningful and have greater long lasting effects if more funds were expended in the area of curriculum development and printed materials. At the same time it was agreed that fewer dollars would be spent in the area of equipment rental.